

Progression of Skills In Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Record and explore ideas from first hand observation, experience and imagination. - Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Drawing	- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect artwork. - Begin to explore the use of line, shape and colour	- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. - Understand the basic use of a sketchbook and work out ideas for drawings. - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour.	- Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	- Make informed choices in drawing inc. paper and media. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. - Use research to inspire drawings from memory and imagination. - Explore relationships between line and tone, pattern and shape, line and texture.	- Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	- Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

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Painting	- Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales. - Mix secondary colours and shades - using different types of paint. - Create different textures e.g. use of sawdust.	- Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. - Mix and match colours using artefacts and objects.	- Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. - Work confidently on a range of scales e.g. thin brush on small picture etc.	- Make and match colours with increasing accuracy. - Use more specific colour language e.g. tint, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process.	- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources.	- Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).
Printing	- Make marks in print with a variety of objects, including natural and made objects. - Carry out different printing techniques e.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognise pattern in the environment.	- Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. - Design patterns of increasing complexity and repetition. - Print using a variety of materials, objects and techniques.	- Print using a variety of materials, objects and techniques including layering. - Talk about the processes used to produce a simple print. - to explore pattern and shape, creating designs for printing.	- Research, create and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want	- Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. - Choose the printing method appropriate to task. - Build up layers and colours/textures. - Organise their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours.	- Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.
3 D form	- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form.	- Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	- Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Plan, design and make models.	- Make informed choices about the 3D technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials.	- Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and other preparatory work.	- Develop skills in using clay inc. slabs, coils, slips, etc. - Create sculpture and constructions with increasing independence.

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Breadth of study	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT - Investigate different kinds of art, craft and design.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate different kinds of art, craft and design.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.